PE 308 THEORY AND PSYCHOLOGY OF COACHING

Chapter 10

Teaching Technical Skills

KEY CONCEPTS

1. Learners pass through a continuum of three stages as they learn technical skills.
2. Each stage requires different instructional strategies on the part of the coach.
3. During the mental stage, a coach needs to be sure not to over teach because it is easy to overload the athlete with feedback.
4. During the practice stage, a coach can provide more feedback and should offer positive reinforcement when the learner performs correctly.

KEY CONCEPTS

5. During the automatic stage, a coach can shift to strategic and tactical feedback because the learner can perform the skill.

6. The four basic steps of teaching technical skills are as follows:

1. introduce the technical skill
2. demonstrate and explain the technical skill
3. have the athletes practice the technical skill
4. correct errors

LEARNING TECHNICAL SKILLS

1. Mental Blueprints

2. Abstracting rules
   a. Condition of the performance environment (spatial positioning)
   b. Demands of the movement being performed (speed, direction, force, timing)
   c. Consequences during and after the movement (movement as perceived by the senses)
   d. Comparison of the actual outcome with the intended outcome

3. Motor Programs

THREE STAGES OF LEARNING

1. Mental Stage – your brain seeks connections with previous activities you have learned, looks for familiar movement patterns, and begins to build new neural connections.

    a. Coaching in the mental stage

2. Practice Stage – the emphasis is on the quality of practice to refine the technique. You will spend much more time in this stage than you did in the mental stage.

    a. Coaching in the practice stage

3. Automatic Stage – technique becomes more and more automatic. You free up more mental capacity to focus on the more critical elements of a skill/tactical skills.

    a. Coaching in the automatic stage

TEACHING TECHNICAL SKILLS

1. Introduce the technical skill

2. Demonstrate and explain the technical skill

3. Have the athletes practice the technical skill

    a. Does the technical skill need to be broken into parts?
    1) Complexity of the technical skill
    2) Interdependence of the parts of the technical skill

    b. Where should the technical skill be broken into parts?
    1) Preparation phase
    2) Action phase
    3) Follow-through phase

TEACHING TECHNICAL SKILLS

3. Practice the technical skill (cont.)

c. Integrating the parts back into the whole

1) Whole method

2) Whole-part-whole method

3) Progressive-part method

4) Attention focus

d. Practice principles

1) Have athletes practice the right technique

2) Have athletes practice the technique in game like conditions as soon as they can

3) Keep practices short and frequent when teaching new techniques

4) Use practice time efficiently

5) Make optimal use of the facilities and equipment

6) Make sure athletes experience a reasonable amount of success at each practice

7) Make practice fun

TEACHING TECHNICAL SKILLS

4. Correcting Errors

    a. Using feedback

        1) Compare technical skill performance with desired performance

        2) Change incorrect performance

    b. Providing effective feedback

    c. Using a positive approach to error correction